



PE Progression Map

		Year 3	Year 4	Year 5	Year 6
Vocabulary					
PE	Gymnastics	<ul style="list-style-type: none"> - Understand the success criteria for log, tuck and circle rolls. - Work effectively in a partnership. - Attempt to perform a linking sequence with a partner. - Begin to understand how to link actions into rolls. - Continue to develop positive partner working relationships. - Attempt to perform a linking sequence with fluency. - Attempt to explain the success criteria for balances. - Know the difference between a matching and mirrored balance. - Begin to understand the key components for the gymnastic jumps. -Explore different ways of using the apparatus to develop gym balance. 	<ul style="list-style-type: none"> - Identify the success criteria for log, tuck and circle rolls. - Work effectively in a partnership. -Confidently perform a linking sequence with a partner. - Know how to link actions into rolls. - Continue to develop positive partner working relationships. - Perform a linking sequence with fluency. - Can explain the success criteria for balances. - Identify the difference between a matching and mirrored balance. - Understand the key components for the gymnastic jumps. -Explore different ways of using the apparatus to develop gym balance. 	<ul style="list-style-type: none"> -Develop the log, tuck and circle rolls with linking sequences. -Define the difference between symmetry and asymmetry. -Develop gym skills to enhance body control. -Show creativity when designing a sequence, -Analyse own or partners skills. -Explore a range of progressive partner balances. -Understand how to work safely with gymnastic apparatus. - Explain what makes a successful jump. -Understand the key elements of a warm-up. -Create, perform and review a sequence. -Work collaboratively as a group. -Create perform and review a sequence incorporating apparatus. 	<ul style="list-style-type: none"> - Develop the log, tuck and circle rolls with linking sequences with fluency and control. -Explain the difference between symmetry and asymmetry. -Develop gym skills to enhance body control. -Sequences must show creativity. -Analyse own or partners skills. -Demonstrate a range of progressive partner balances. -Know how to work safely with gymnastic apparatus. - Know the success criteria for different gymnastic jumps. -Lead own warm up which includes key elements of a warm-up. -Create, perform and review a sequence with fluent linking sequence and good control. -Work collaboratively as a group. -Create and perform a fluent linking sequence in a small group using apparatus.



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	Dance	<ul style="list-style-type: none">-Begin to understand and attempt to perform some of the basic jive steps.-Demonstrate dynamic bounce and swing.-Explore trust with partner work in dance.-Know and understand the term pathways.-Begin to identify different pathways.-Develop a phrase of dance using changes of direction.-To know and understand the term re-ordering.-Know and understand the term formation.-Begin to perform a dance showing co-ordination, timing and style.-Evaluate own and peers performance.	<ul style="list-style-type: none">-To know and perform some basic steps.-Demonstrate dynamic bounce and swing.-Explore trust with partner work in dance.-Know and understand the term pathways.-identify different pathways.-Develop a phrase of dance using changes of direction.-To know and understand the term re-ordering in dance.-Develop a phrase using re-ordering.-Demonstrate the use of formation in dance.-Perform a dance showing co-ordination, timing and style.-Evaluate own and peers performance.	<ul style="list-style-type: none">-Learn a technical phrase with accuracy and precision.-select and apply appropriate dynamics.-To know and understand the term re-ordering and attempt to demonstrate.-Attempt to evaluate own and peers phrase focusing on fluidity and performance qualities.-Know and understand the term formation, begin to demonstrate.-Select and apply a variety of formations.-Select and apply actions that represent a stimulus.-Perform actions with control, accuracy and extension.-Demonstrate the use of unison and cannon.-Give valuable feedback to peers on choice of actions and performance.	<ul style="list-style-type: none">-Perform a technical phrase with control and extension.-select and apply appropriate dynamics.-To know and understand the term re-ordering, demonstrate with fluidity.-Evaluate own and peers phrase focusing on fluidity and performance qualities.-Know and understand the term formation, demonstrate confidently.-Select and apply a variety of formations.-Select and apply actions that represent a stimulus.-Perform actions with control, accuracy and extension.-Confidently demonstrate the use of unison and cannon.-Give valuable feedback to peers on choice of actions and performance.
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	Swimming		<ul style="list-style-type: none">- Swim competently, confidently and proficiently over a distance of at least 25 metres unaided,-Swim front crawl, backstroke and breaststroke to show effective propulsion.-Perform a safe self-rescue in different water based situations.-Choose, use and adapt skills for a range of swimming tasks.-Swim for a prolonged period of time e.g. five minutes maintaining good technique across a range of strokes.-Identify strengths and weaknesses of own performance.		
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